With the present number of Assistant Inspectors it was not possible to conduct inspection work efficiently. According to the G. O. issued, each Assistant Inspector need not inspect more than 50 schools, but in practical work he had to inspect 135 schools in a year which was impossible of achievement. So, the number of Assistant Inspectors should be increased. It was not necessary to appoint B. A., L. T's. The selection could be made from competent Head Masters of Higher Grade Vernacular schools.

It was necessary to enrich the Malayalam language and literature and for that purpose competent scholars should be engaged to prepare good books, especially on scientific subjects.

The present system of changing text-books annually was a source of great hardship to the people. It should be peremptorily stopped.

Dewan's reply.—In regard to the opening of an English school for girls, if the people are agreeable to provide a building on a Government site to be given them and would also rent out a building till the new building is constructed, their prayer will be favourably considered. It is understood that the Salt Bankshall building is unsuitable for a school-house, as the site will be under water for some months in the year. The Members representations will be referred to the Director of Public Instruction.

109. The administration of the Education Department of the State, with special reference to the Vernacular branch.

Mr. N. Kumaran Asan (Member, Nominated) premised by saying that the high percentage of 82·4 as representing the school-going population actually under instruction was a great achievement, as that high level had not been reached elsewhere. The fact that such a large ratio was attained during the past 4 or 5 years was gratefully remembered by the people as also the circumstance that most of the schools in the State were now open to all classes of His Highness' subjects irrespective of caste or creed.

A large portion of the heavy expenditure on public instruction being devoted rightly to Vernacular education, it was desirable to look into the system of Vernacular education and find out if there were defects so that they might be removed with a view to promote a wider spread of that education.

At present there were 352 Vernacular schools for girls and 2,316 Vernacular schools for boys. The former were under the control of one Inspectress and 6 Assistant Inspectresses, while the controlling authorities of the latter were 1 Deputy Director of Public Instruction, 2 Range Inspectors and 22 Assistant Inspectors, the Director being the common head of the two classes of schools. Out of about 1,14,000 girl pupils in the State 67,151 were in Boys' schools. That being the case, it was highly desirable in the interests of mass education to place all Lower Grade Vernacular schools (for boys and girls) under one supervising officer. The pupils in class V and upwards would be comparatively older—both boys and girls. It was, therefore, necessary to give them such education as would suit each sex, as co-education from class V should not be allowed. Domestic Economy, First Aid, Music, Sewing, etc., should be taught in the Girls' schools and the subjects of study for the boys should be necessarily different. Out of 264 Higher Grade Vernacular schools, 184 had both girls and boys in them. That was because there were only 77 Higher Grade schools for girls in the whole State. The policy should be to separate Girls' schools from Boys' schools from class V upwards.

It was not possible for one Assistant Inspector to inspect more than 50 schools in a year. But the average number of schools to be inspected was about 150 which was difficult of accomplishment. It was not necessary that the Assistant Inspectors should all of them be B. A., L. T's for conducting the work of inspection of lower grade schools. Head Masters of Higher Grade Vernacular schools who were able to carry out that task and who had a sound knowledge of the language and literature would quite do and, if they could be appointed under some such designation as Inspecting School Masters or Sub-Assistant Inspectors, the Lower Grade schools would be better inspected and a hard-worked lot of public servants would have some encouragement.

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The Member next put in a strong plea for an increase of salary to the Head Masters of Higher Grade Vernacular schools who, in view of their onerous responsibility, capacity and learning, deserved at least a pay of Rs. 50.

The work of Range Inspectors was increasing and they deserved relief in some portion of their multifarious duties. The only remedy was to give the Deputy Director one or more Assistants and thus enable him to devote greater attention to the work of the Vernacular schools.

Vernacular education should be placed under the sole charge of the Deputy Director of Public Instruction for the reason that he knows the Vernacular and that he had done much to promote and advance Vernacular education in the State.

The complaint of the men who had passed the Vernacular Higher Examination was that they were not being given appointments and that English School Final men were being preferred. As Vernacular trained men had no other field of recruitment than the Vernacular schools, those schools should be a close preserve for them and English School Final men should not be made teachers, if Vernacular Higher Grade men were available.

The Member then urged the following points for consideration :—

1. School Final men from Vernacular schools sent up for training were being paid Rs. 25 as stipend. But, when they reverted to the Vernacular schools after the course of training, they were being paid only Rs. 15. That was hard.

2. A difference in treatment was being observed when a chance for promotion arose between men who had passed the old Vernacular Higher Examination and those who were successful in the newly created Vernacular Higher Examination. The distinction should be removed.

3. Whenever boys failed to pay the school fees on the due dates, they were being sent out of the class and were re-admitted on payment of arrears with fines, but they suffered in attendance for the days absent for failure to pay their fees. Such a strict rule affected the progress of several poor boys. The hardship consequent on the above state of affairs should be removed.

4. The system of School Leaving Examination had one serious drawback. While there was a fixed standard for the School Final Examination in the shape of College admission and entrance into some branches of the public service which had fixed a definite minimum, the certificate-holders of the School Leaving Examination had no suitable recognition anywhere. Without any aim or hope of salvation the number of certificate-holders had also been swelling dangerously every year. The best remedy was to go back to the old annual examination system.

5. In the syllabus of studies from class V upwards, Sanskrit should be made compulsory in the interests of a proper study of the Malayalam language. Geography should be taught till class V. History and Arithmetic should be made compulsory till class VII. In the higher classes proper arrangements should be made for a thorough study of the language. Lessons on health should also be made part of the compulsory programme. Greater encouragement should be given to the industrial subjects now taught in some schools. Those pupils in the Vernacular schools who secured a certain minimum in English should be admitted into a certain form in an English school. Similarly, those who secured a certain prescribed minimum in Sanskrit should be enabled to go into a particular class in the Sanskrit College for continuing their studies. Such Sanskrit students should be given the option of joining the Ayurveda College. If the students of class IX of a Vernacular High school were found to possess the required amount of knowledge in Sanskrit for the Sastri Examination, they should be allowed to join the Sanskrit College. The Ayurveda College should form part of the Sanskrit College, the subject of Ayurveda being taught as other subjects like *Tarka*, *Mimamsa*, &c. If that were done, the Ayurveda Director would have more time to devote to the supervision of the Ayurvedic institutions.

Dewan's reply.—Noted.

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